KS1 and EYFS Computing Progression of Knowledge and Skills

	Preschool (3 and 4 year olds)	-Remember rules without needing an adult to remind them -Match developing physical skills to tasks in the setting -Explore how things work
	Reception	-Show resilience in the face of a challenge. -Know and talk about factors that support their health and wellbeing (ie; screen time) -Develop their motor skills so they can use a range of tools competently safely and confidently -Explore, use and refine a variety of artistic effects to express their ideas and feelings
Unit	**Year 1**	**Year 2**
Programming	-To explain what a given command will do	-To describe a series of instructions as a sequence
	-To act out a given word	-To explain what happens when we change the order of instructions
	-To combine forwards and backwards commands to make a sequence	-To use logical reasoning to predict the outcome of a program
	-To combine four direction commands to make sequences	-To explain that programming projects can have code and artwork
	-To plan a simple program	-To design an algorithm
	-To find more than one solution to a problem	-To create and debug a program that I have written
	-To choose a command for a given purpose	-To explain that a sequence of commands has a start
	-To show that a series of commands can be joined together	-To explain that a sequence of commands has an outcome
	-To identify the effect of changing a value	-To create a program using a given design
	-To explain that each sprite has its own instructions	-To change a given design
	-To design the parts of a project	-To create a program using my own design
	-To use my algorithm to create a program	-To decide how my project can be improved
Computing systems and networks	-To identify technology	-To identify the uses of information technology in the school
	-To identify a computer and its main parts	-To identify information technology beyond school
	-To use a mouse in different ways	-To explain how information technology helps us
	-To use a keyboard to type on a computer	-To explain how to use information technology safely

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	-To use the keyboard to edit text	-To recognise that choices are made when using information technology
	-To create rules for using technology responsibly	-To identify the uses of information technology in the school
Creating media	-To describe what different freehand tools do	-To use a digital device to take a photograph
	-To use the shape tool and the line tools	-To make choices when taking a photograph
	-To make careful choices when painting a digital picture	-To describe what makes a good photograph
	-To explain why I chose the tools I used	-To decide how photographs can be improved
	-To use a computer on my own to paint a picture	-To use tools to change an image
	-To compare painting a picture on a computer and on paper	-To recognise that photos can be changed
	-To use a computer to write	-To say how music can make us feel
	-To add and remove text on a computer	-To identify that there are patterns in music
	-To identify that the look of text can be changed on a computer	-To experiment with sound using a computer
	-To make careful choices when changing text	-To use a computer to create a musical pattern
	-To explain why I used the tools that I chose	-To create music for a purpose
	-To compare typing on a computer to writing on paper	-To review and refine our computer work
Data and information	-To label objects	-To recognise that we can count and compare objects using tally charts
	-To identify that objects can be counted	-To recognise that objects can be represented as pictures
	-To describe objects in different ways	-To create a pictogram
	-To count objects with the same properties	-To select objects by attribute and make comparisons
	-To compare groups of objects	-To recognise that people can be described by attributes
	-To answer questions about groups of objects	-To explain that we can present information using a computer